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|  | | **Unit Title: A Feast of Words on a Planet Called Earth and Beyond**  **Grade 3/Quarter 3/Unit 5** | | | | | | | | | |
|  | | **Conceptual Lens:**   **In this fifth four-week unit of third grade, students read stories, poems, and informational text full of rich language, a “feast of words.”**  **Author: commoncore.org/adapted by Randolph County Schools**  **Unit Overview:**  They read fiction that demonstrates the use of idioms and fiction that exhibits careful diction. They read poems that focus on a simple topic such as corn or grass to see how the topics are developed line-by-line and stanza-by-stanza. They write to express their own opinions about the need (or not) for laws that legislate what people can and cannot eat. Working with Latin suffixes, they will see the way suffixes transform one part of speech into another. Students illustrate an idiom to express their own interpretation of its meaning and then write a note to Amelia Bedelia about the idiom. Finally, the students will stretch beyond this world to read and research about other planets.   |  |  |  | | --- | --- | --- | | **Stage 1 - Learning Goals for the Unit** | | | | **Reading** | **Writing/Language** | **Additional Literacy** | | RL.3.4: Students will be able to understand literal and nonliteral phrases in texts and know the difference between both literal and nonliteral phrases.  RL.3.5: Students will become familiar with terms such as chapter, scene, and stanza and describe how each part of a text builds on each other. They will refer to parts of stories, dramas, and poems when speaking or writing about a text.  RI.3.5: Students will use text features and search tools to locate important information effectively.  RI.3.7: Students will use information that they are able to learn from illustrations and words from the text to demonstrate an understanding. | W.3.2: Students will write an informational piece.  It will include:   * A topic that contains facts, definitions, and details * An illustration when deemed helpful * Use linking words and phrases to connect ideas * Provide a strong conclusion   W.3.5: With help, students will plan, revise and edit their informational writing.  W.3.6: Students will publish their piece through the use of technology, as well as collaborate amongst their peers.  W.3.7: Students will conduct a small research project.  W.3.8: Students will recall, gather information, and take notes from their own experiences, as well as printed, and digital sources.  Students will form and use:   * L.3.1(e)simple verb tenses * L.3.1(h)coordinating and subordinating conjunctions * L.3.2 (d) possessives * L.3.2(e) conventional spelling for high frequency words and add suffixes to common base words * L.3.2(f) spelling patterns when writing words   L.3.4(b): Students will identify the meaning of words when common prefixes or suffixes are added.  L.3.4 (c): Students will use known root words to identify the meaning of an unknown word.  L.3.5(a): Students will be able to understand literal and nonliteral phrases in texts and know the difference between both literal and nonliteral phrases. | RF.3.3: Students will apply grade appropriate phonics skills in decoding words.  R.F.3.4(b): Students will read appropriately leveled paragraphs and poems orally with fluency, accuracy, and expression.  R.F.3.4(c): Students will use context clues to self-correct and understand the importance of rereading.  S.L.3.1: Students will participate in collaborative discussions that are related to grade level texts.  S.L.3.2: Students will determine the main idea and supporting details that are presented through various types of sources.  S.L.3.3: Students will ask and answer questions from a speaker, and will provide appropriate responses as necessary. |  |  | | --- | | **Stage 2 - Assessment** | | **Performance Task and Scoring Rubric**  **G.R.A.S.P.S**  **Please note: This performance task is to be completed at the end of the third quarter – Week 9!**   |  | | --- | | **Performance Task:**  **Prerequisite for this task: Students need to have already completed an informational visual anchor chart describing a planet, moon, or other object/area in our solar system which will be completed in Unit 5 of Quarter 3.**    **Goal: Your goal is to make an opinion piece about the most important planet for the United States to visit next**  **Role: You are an expert at the local planetarium**  **Audience: The audience is a group of ten individuals who are the executive directors of NASA**  **Situation: You have been asked to develop a presentation paper sighting your opinion regarding which planet or area in space your country should travel to next and why.**  **Product/Performance and Purpose: You need to choose from one of the previously researched areas in our solar system. You will write an opinion piece. Your writing will state facts as evidence to prove why your choice of location in our solar system is the best for the United States to visit next.**  **Standards & Criteria for Success: Your opinion writing should include…**  **See attached rubric** | | **Rubric for Performance Task**  **Third Grade Units 4 and 5**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **CRITERIA** | **EXCELLENT (4 PTS.)** | **PROFICIENT (3 PTS.)** | **ADEQUATE (2 PTS.)** | **LIMITED (1 PT.)** | | **Focus** | The writer clearly states an opening sentence, which captures the reader’s attention and includes an opinion. | The writer has an opening sentence, which includes an opinion. | The writer has written an opinion. | The writer does not express an opinion. | | **Development** | The writer clearly states at least three reasons with at least 2 supporting details for each reason. | The writer clearly states reason with at least two supporting details for each reason. | The writer clearly states reason with at least one supporting detail for each reason. | The writer states reasons but no details. | | **Organization** | Reasons and details are expressed in a logical order with the usage of several appropriate transition words. | Reasons and details are expressed in logical order with the usage of at least three appropriate transition words. | Reasons and details are expressed with the usage of at least two transition words. | Reasons are expressed without transition words. | | **Conclusion** | The writer clearly paraphrases his/her opinion. | The writer restates his/her opinion. | The writer attempts to restate an opinion. | The writer does not restate an opinion. | | **Mechanics** | The writer uses a variety of sentences which flow smoothly. There are no more than 2 errors in grammar, punctuation, capitalization and spelling. | The writer uses a variety of sentences. There are no more than three errors in grammar, punctuation, capitalization and spelling. | The writer uses little variety of sentences. There are no more than four errors in grammar, punctuation, capitalization and spelling. | The writer does not use a variety of sentences. There are several errors in grammar, punctuation, capitalization and spelling. | | |   **Stage 3 – Learning Experiences** | | | | | | | | | |
|  | | **Unit Progression** | | | | | | | | | |
|  | | | **Week 1** | **Week 2** | **Week 3** | | | | **Week 4** | | **Week 5** |
| **Big Ideas** | | | **Read and React to the World Around You**  **Force and Motion** | **Thinking Beyond the Text and Our World**  **Earth/Moon/Sun System** | **Clearing Up Common Misconceptions of the World**  **\*Idioms\***  **Earth/Moon/Sun System** | | | | **Creating a Presentation on a Location in Space**  **Earth/Moon/Sun System** | | **Out of this World Performance Task** |
| **Suggested read alouds to incorporate in classroom discussions and lessons:**  **Fiction**  **The Magic School Bus Lost in the Solar System (Scholastic Science Kit)**  **Poetry**  **eBook – Rainbow Soup Adventures** | | | | | | **Non –Fiction**  **Jupiter**  **Our Solar System**  **The Planets**  **The Earth in Space (Scholastic Science Kit)**  **Non-fiction eBooks**  **Motion**  **The Sun**  **Sun, Moon, and Stars** | | | | | |
|  | **Guided Reading Suggestions**  **Scholastic Science Kit**   * **A Book about Planets and Stars (Level O) - The Solar System (Level I)** * **Can You Hear a Shout in Space? - Postcards from Pluto (Level P)** | | | | | | | | | | |
|  | **WEEK 1** | | | | | | | | | | |
| **Reading/**  **Whole Group Shared Reading** | | | **Comprehension Tool Kit Lessons**  Book 6, Lesson 22: Read, Think and React   * District Suggested Texts: Flying High Toolkit Texts 2/3 | | | | **Standards**  **RL.3.5**  **RI.3.7** | | | **“I Can” Statements**  I can paraphrase and respond to information. | |
| **Essential Questions**  How can I paraphrase and respond to information? | |
| **Jan Richardson Strategies**  Choose a previously taught concept and spiral back to review. | | | | **Standards** | | | **“I Can” Statements** | |
| **Essential Questions** | |
| **Other Whole Group Reading Learning Experiences**  Using a poem such as “Eating While Reading” (Gary Soto) to illustrate how each line builds meaning to the next. Have students read multiple poems aloud to each other, explaining their understanding of the poem, line-by-line, and stanza-by-stanza. (RL.3.5)  Interactive Read Alouds (2/3): Page 49  Interactive Read Alouds (2/3): Page 229  **Class Discussion / Literature**  Before this lesson, gather some cubes or building blocks to use as a visual representation. Using a chapter book such as *The Search for Delicious*(Natalie Babbitt) or *Frindle* (Andrew Clements and Brian Selznick)*,*use the building blocks to show how the author of a book builds meaning. At the end of each chapter, have students write down on Post-Its what they believe is the main idea of the chapter. Place the Post-Its on the board and look to see how well the students comprehended the text, discussing as you read them aloud. After the class comes to consensus, write down the main idea of the chapter on another Post-It and place it on the block. Do this with each chapter (or in reading session if you do not finish a chapter in one sitting) to show how events build upon each other. If, later in the book, the class realizes (with your guidance) that they have forgotten something important in a previous chapter, go back and revise the building blocks. This will teach the students that good readers tailor their thinking—rethinking the importance of events and ideas—as they read. (RL.3.5, SL.3.2)  Resources for Frindle:  [www.mrsfullilove.com/frindle.html](http://www.mrsfullilove.com/frindle.html)  [www.teachervision.fen.com/tv/printables/simonschuster/Frindle\_TG.pdf](http://www.teachervision.fen.com/tv/printables/simonschuster/Frindle_TG.pdf)  Quiz - <http://www.quia.com/jq/10243.html>  <http://andrewclements.com/books-frindle.html>  Frindle Board game: <http://www.studystack.com/flashcard-376272>  SMART activities- <http://exchange.smarttech.com/search.html?q=%22Frindle%22>  <http://terri.hanenkamp.com/lori/ksureads/teachers/bookbags/frindle.htm>  Resources for The Search for Delicious:  The Search for Delicious quiz - [www.funtrivia.com/playquiz/quiz3004512265970.html](http://www.funtrivia.com/playquiz/quiz3004512265970.html)  The Search for Delicious questions/activities - [www.teachingbooks.net/media/pdf/BF/SearchforDeliciousBG.pdf](http://www.teachingbooks.net/media/pdf/BF/SearchforDeliciousBG.pdf)  [Dancing Minds and Shouting Smiles: Teaching Personification through Poetry](http://www.readwritethink.org/classroom-resources/lesson-plans/dancing-minds-shouting-smiles-860.html) (ReadWriteThink) (RL.3.5) Note: This lesson would be appropriate if you want to focus on personification. | | | | **Standards**  **R.L.3.5**  **S.L.3.2**  **R.F.3.4 (b)** | | | **“I Can” Statements**  I can describe how chapters, scenes, and stanzas give the reader information and work together to create the story, drama, or poem.  I can read fluently. | |
|  | | | **Essential Questions**  What makes a story a great story?  Why does fluency matter? | |
| **Writer’s Workshop** | | | **Resource:**  Introduction to Informative Writing Unit.  Explorations in Non-Fiction Writing by Tony Stead and Linda Hoyt   * Session 1: Identifying the Purpose and Features of a Description * Session 2: Selecting and Noting Facts from Multiple Sources   Mentor Text: Jupiter (Found in the Exploration in Nonfiction Writing Box Set)  If student or teacher is having a difficult time choosing what the children are researching, here is a list of topics that they could include:  Meaning of planet’s name, position in solar system, size, moons, rings, gravity, atmosphere, temperature, rotation on axis, composition of planet, how a human being would fare on this planet. | | | | **Standards**  **W.3.2(a, b)** | | | **“I Can” Statements**  I can select a topic and identify information to share. | |
|  | | | **Essential Questions**  What do good writer’s do?  What’s my purpose and how do I develop it? | |
| **Social Studies/Science**  **Content Integration** | | | **Suggested Lessons:**  Uncovering Student Ideas in Science Formative Assessment Probes  Volume 1: Talking about Gravity p. 97 Elicits student ideas about gravity.  \*recognition that gravity is a universal force that exists everywhere in space.  Volume 4: Standing on One Foot p. 61 Elicits student ideas about constancy of weight.  Aegom Smart Science Lesson:   1. Force Change Motion 2. Force and Motion   See Resources given at Science Common Core Training Spring 2012: Includes other probes that align and activity suggestions. (If no one at your grade level attended the training, you can email Vickie Thomson (vthomson) and a copy can be sent to you in the pony.  See Assessment Examples in NCDPI Assessment Support Document (can be found on NCDPI Wiki)  Discovery Education Videos about force and motion. | | | | **Standards**  **3.P.1.1**  **3.P.1.2**  **3.P1.3** | | | **“I Can” Statements**  I can infer changes in speed or direction resulting from forces acting on an object.  I can compare the speeds of objects that travel the same distance in a different amount of time.  I can explain how Earth’s gravity effects objects on or near the Earth. | |
| **Essential Questions**  How does a force acting on an object effect speed or direction in which it is moving?  How does the speed of an object effect the speed in which objects will travel the same distance?  How does Earth’s gravity effect objects on or near the Earth? | |
| **Vocabulary** | | | **Tier Two Words (from Read-Alouds)** | | | | | **Tier Three ELA Words**   * personification, onomatopoeia, similie, metaphor , Chapter, scene, stanza, drama, fluency | | | |
|  | | **WEEK 2** | | | | | | | | | |
| **Reading/**  **Whole Group Shared Reading** | | **Comprehension Tool Kit Lessons**  Book 6, Lesson 23: Think Beyond the Text  District Suggested Texts:   * 🟑Garana's Story (Sourcebook)   Additional Texts:   * Moon (Sourcebook)   Book 6, Lesson 24: Read to Get the Gist  District Suggested Texts:   * 🟑The Many Faces of Masks (Sourcebook)   Additional Texts:   * Secrets (Sourcebook) | | | | | | **Standards**  **SL.3.2** | | **“I Can” Statements**  I can identify information from a text being read aloud.  I can identify information that is presented in different formats. | |
| **Essential Questions**  How can I determine the main idea and supporting details of a text that is read aloud? | |
| **Jan Richardson Strategies**  Synthesize (pg 221)  Drawing Conclusions (pg 224) | | | | | | **Standards**  **RL.3.5**  **RI.3.7** | | **“I Can” Statements**  I can describe how chapters, scenes, and stanzas give the reader information and work together to create the story, drama, or poem. | |
| **Essential Questions**  In what ways does creative choice impact an audience? | |
| **Other Whole Group Reading Learning Experiences**  Interactive Read Aloud- Context Clues (pg 145)   * Mufaro’s Beautiful Daughters   Interactive Read Aloud – Main Idea and Supporting Details (Pg 49)  Suggested Read Aloud:  Postcards from Pluto – have the students analyze the pictures on each page before reading the text. Once they have made their inferences, the teacher will read the book and discuss how the illustrations help the reader understand what they are reading.  Suggested Reader’s Theater Websites:  <http://www.teachingheart.net/readerstheater.htm>  <http://www.thebestclass.org/rtscripts.html> | | | | | | **Standards**  **R.I.3.7**  **RF.3.4(c)**  **SL.3.2**  **RL.3.5** | | **“I Can” Statements**  I can use illustrations and the words in a text to help me understand and explain what I am reading.  I can refer to parts of drama using terms such as scene, act, etc. | |
| **Essential Questions**  What do good readers do?  What are the parts of a drama? | |
| **Writer’s Workshop** | | **Resource:**  Explorations in Non-Fiction Writing by Tony Stead and Linda Hoyt   * Session 3: Consolidating Information with Key Words * Session 4: Supporting Main Ideas with Strong Details * Session 5: Using Linking Verbs * Session 6: Creating Diagrams   Schedule Computer Lab to work on research. | | | | | | **Standards**  **W.3.2(a, b, c)**  **W.3.5**  **W.3.6**  **W.3.7**  **W.3.8** | | **“I Can” Statements**  I can connect my information using linking words and phrases.  I can use illustrations to help readers understand my topic.  I can use technology to collaborate/work with others. | |
| **Essential Questions**  What’s my purpose and how do I develop it? | |
| **Social Studies/Science**  **Content Integration** | | **Suggested Lessons:**  Uncovering Student Ideas in Science Formative Assessment Probes  I) Volume 2  Darkness at Night p. 172 Elicits student ideas about the day/night cycle.  Aegom Smart Science Lesson:   1. The Solar System (skip the 1st slide.) 2. The Planets   Allow time for planet research.  Discovery Education Videos about the solar system. | | | | | | **Standards**  **3.E.1.1** | | **“I Can” Statements**  I can recognize the parts of our solar system. | |
| **Essential Questions**  What are the parts of our solar system? | |
| **Vocabulary** | | **Tier Two Words (from Read-Alouds)**   * Choose a few words from the read-aloud(s) for your targeted vocabulary instruction and for students to put in their vocabulary notebooks * Conclusion, synthesize, Refugees, drought, mosque, tranquility, ceremony, seldom | | | | | | **Tier Three Words**  galaxy | | | |

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|  | **WEEK 3** | | | |
| **Reading/**  **Whole Group Shared Reading** | **Comprehension Tool Kit Lessons**  Book 6, Lesson 25: Reread and Rethink  District Suggested Texts:   * The Passion of Cesar Chavez (Sourcebook) | | **Standards**  **SL.3.1**  **SL.3.2** | **“I Can” Statements**  I can ask questions when I do not understand.  I can make connections between the comments of others. |
| **Essential Questions**  What do I do whenever I do not understand something I have read? |
| **Jan Richardson Strategies**  **Choose a previously taught concept and spiral back to review.** | | **Standards** | **“I Can” Statements**  **\*\***Will vary based on skill chosen to review. |
| **Essential Questions**  \*\*Will vary based on skill chosen to review. |
| **Other Whole Group Reading Learning Experiences**  **Language / Writing:**  Read several books that use idioms in the story (e.g., the *Amelia Bedelia* series) or a book that uses idioms as the text (e.g., Terban’s work). Then assign the students this prompt: “Choose an idiomatic saying. Draw a picture of the literal and figurative meaning of the saying. Write a short paragraph to explain to someone like Amelia Bedelia why it is important to know what the saying really means.” [See here for more idioms](http://www.idiomsite.com/). (RL.3.4, RI.3.5,L.3.4a, L.3.5a)  Interactive Read Alouds- Multiple Meaning Words: Page 155  Interactive Read Alouds – Ask/Answer Questions: Page 5  Interactive Read Alouds – Make Connections: Page 9  Aegom: Grade 5 – Multiple Meanings  Aegom – Grade 5 - Idioms | | **Standards**  **RL.3.4**  **L.3.5** | **“I Can” Statements**  I can identify literal and nonliteral language in a text. |
| **Essential Questions**  What makes a story a “great” story? |
| **Writer’s Workshop** | **Resource:**  Explorations in Non-Fiction Writing by Tony Stead and Linda Hoyt   * Session 7: Revising Sentences for Variety * Session 9: Editing with Peers * Session 10: Publishing and Sharing   Lucy Calkins, Book 2: Session VI: Writer’s Ask, What am I really trying to say?  Citing Your Sources  In the process of citing your sources, it is encouraged that you allow your students to publish their sources through some sort of technology so that you are allowing them to practice using keyboarding skills.  <http://www.randolph.k12.nc.us/Departments/MediaTechnology/Pages/Copyright.aspx> | | **Standards**  **W.3.2**  **W.3.5**  **W.3.6**  **W.3.7**  **W.3.8** | **“I Can” Statements**  I can revise my writing with the help of others. |
| **Essential Questions**  Writing Clearly: What makes a difference? |
| **Social Studies/Science**  **Content Integration** | **Suggested Lessons:**  Uncovering Student Ideas in Science Formative Assessment Probes  II) Volume 3  Me and My Shadow p. 185 Elicits student ideas about light and shadows and how shadows change throughout the day.  III) Volume 3  Where Do Stars go? P. 191 Elicits student ideas about where stars are during daytime. \*Can also probe for student knowledge of patterns that occur in the (night) sky over time.  Science Objects in the Sky Kit:  Lesson 3- Changes in Shadows  Lesson 5- Star Guides  **Discovery Education Videos about Shadows/ Apparent Movement of Sun.** | | **Standards**  **3.E.1.2** | **“I Can” Statements**  I can recognize that the change in length and direction of an objects shadow relates to the apparent movement of the Sun and stars. |
| **Essential Questions**  How does the change in the length and direction of an objects shadow relate to the apparent movement of the Sun and stars? |
| **Vocabulary** | **Tier Two Words (from Read-Alouds)**   * Multiple, recognition, associated, literal, nonliteral, figurative | **Tier Three ELA Words**  Idiom, migrant, boycott | | |

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| **WEEK 4** | | | | |
| **Reading/**  **Whole Group Shared Reading** | **Comprehension Tool Kit Lessons**  Book 6, Lesson 26: Read, Write, and Reflect  District Suggested Texts:   * Aliens Cover Up? Seeing Aliens (Sourcebook) | **Standards**  **(Review of standard RI.3.2 from Unit 2)** | | **“I Can” Statements**  I can recount/retell the key details of a text. |
| **Essential Questions**  Am I clear about what I just read? |
| **Jan Richardson Strategies**  Key Word/Summary (pg 222) | **Standards**  **RL.3.5** | | **“I Can” Statements**  I can use the terms chapter, scene, and or/stanza correctly when writing or speaking about parts of a text. |
| **Essential Questions**  How do I use key words to create a summary? |
| **Other Whole Group Reading Learning Experiences**  Interactive Read-alouds- Summarize: pg 77  Interactive Read-alouds -Nonfiction Genres: pg233  Excellent Nonfiction Resource for Read and React  [**http://www.teacherspayteachers.com/Product/FREE-Determining-Central-Idea-and-Writing-Summaries-for-Non-Fiction**](http://www.teacherspayteachers.com/Product/FREE-Determining-Central-Idea-and-Writing-Summaries-for-Non-Fiction)  Aegom – Grade 5: Features of Nonfiction  BrainpopJr: Listening and Speaking  Non Fiction Rap: <http://www.youtube.com/watch?v=VFpBWuarZr4>  <http://www.googlesyndicatedsearch.com/u/fcrr?q=non+fiction&domains=www.fcrr.org&sitesearch=www.fcrr.org> (Wonderful resource with lots of non-fiction materials) | **Standards**  **RI.3.5**  **SL.3.3** | | **“I Can” Statements**  I can identify and give examples of text features and search tools.  I can speak clearly and at an understandable pace.  I can add visual displays to highlight facts and details. |
| **Essential Questions**  What makes a presentation “great?” |
| **Writer’s Workshop** | **Resource:**  Graphic Organizer of Teacher’s Choice for each Pair of Students  Recommended:  http://www.ps150.org/webquests/americancars/images/4square.png  Writer’s Celebration: How do you want to celebrate?  Suggested: We are out of this world. Your writing sends me over the moon. (Give students Milky Ways, Mars bars, Moon Pies and/or a Sunny Delight) | **Standards**  **SL.3.1**  **SL.3.2**  **SL.3.3**  **W.3.7** | | **“I Can” Statements**  I can define research and explain how it is different from other types of writing.  I can stay on topic by making comments about the information being discussed.  I can ask questions about a speaker’s presentation when I do not understand or need more information  I can answer questions about a speaker’s presentation by using appropriate elaboration and detail. |
| **Essential Questions**  Final Product: What does it take? |
| **Social Studies/Science**  **Content Integration** | **Suggested Lessons:**  Uncovering Student Ideas in Science Formative Assessment Probes  Vol. 1 Physical Science: Experiencing Gravity pg 157 (Do as a sort- Experiences Gravity/Doesn’t Experience Gravity.)  Science Objects in the Sky Kit:  Lesson 7- Patterns in the Sky (Leave out the part about the moon.) | **Standards**  **3.P.1**  **3.E.1** | | **“I Can” Statements**  I can recognize objects in the solar system that experience a force called gravity. |
| **Essential Questions**  What objects in the solar system experience a force called gravity? |
| **Vocabulary** | **Tier Two Words (from Read-Alouds)**   * Investigate, debris, captivity, recount, analyze | | **Tier Three ELA Words** | |

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| **WEEK 5** |  |
| Performance Task |  |

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| **Suggested Grammar Activities**  **Verb tenses:** [**http://www.arcademics.com/games/viper/viper.html**](http://www.arcademics.com/games/viper/viper.html) **(game)**  [**http://www.bbc.co.uk/schools/starship/english/blastrocket.shtml**](http://www.bbc.co.uk/schools/starship/english/blastrocket.shtml) **(game)**  [**http://www.funbrain.com/verb/index.html**](http://www.funbrain.com/verb/index.html) **(game)**  [**www.discoveryeducation.com**](http://www.discoveryeducation.com)  [**http://www.educationalrap.com/song/verb-tenses/**](http://www.educationalrap.com/song/verb-tenses/) **(rap)**  [**http://exchange.smarttech.com/details.html?id=4e511d94-4442-466d-a70f-9c81afe60426**](http://exchange.smarttech.com/details.html?id=4e511d94-4442-466d-a70f-9c81afe60426)  Aegom – Grade 3 Verb Tenses  Linda Hoyt: Mastering the Mechanics (page 78) Verbs: Present and Past Tenses  Great Grammar Adventure: Conventions Lesson 31  **Coordinating/subordinating Conjunctions:** [**www.discoveryeducation.com**](http://www.discoveryeducation.com)  [**http://exchange.smarttech.com/search.html?q=conjunctions**](http://exchange.smarttech.com/search.html?q=conjunctions)  [**http://www.youtube.com/watch?v=RPoBE-E8VOc**](http://www.youtube.com/watch?v=RPoBE-E8VOc) **(Schoolhouse Rock)**  [**http://www.youtube.com/watch?v=wEm0ljpIUAk**](http://www.youtube.com/watch?v=wEm0ljpIUAk) **(cute song)**  Aegom – Grade 3 Conjunctions  Linda Hoyt: Mastering the Mechanics(page 94) Comma and Connecting Words: Combine Short Sentences  **Possessives:** [**http://www.harcourtschool.com/activity/possessive\_noun/index.html**](http://www.harcourtschool.com/activity/possessive_noun/index.html) **(game)**  [**http://www.brainpopjr.com/readingandwriting/word/possessivenouns/preview.weml**](http://www.brainpopjr.com/readingandwriting/word/possessivenouns/preview.weml)  [**http://www.superteacherworksheets.com/nouns/possessive-scavenger-hunt.pdf**](http://www.superteacherworksheets.com/nouns/possessive-scavenger-hunt.pdf) **(great activity for you to adapt for your class)**  [**http://www.english-zone.com/spelling/poss2.html**](http://www.english-zone.com/spelling/poss2.html)  [**http://www.harcourtschool.com/activity/language\_arts/goforgold/content\_builder/dswmedia/g3c10/nadia.htm**](http://www.harcourtschool.com/activity/language_arts/goforgold/content_builder/dswmedia/g3c10/nadia.htm) **(quiz)**  [**http://www.spellingcity.com/possessive-nouns.html**](http://www.spellingcity.com/possessive-nouns.html) **(games)**  [**http://exchange.smarttech.com/search.html?q=Possessive+Nouns**](http://exchange.smarttech.com/search.html?q=Possessive+Nouns) **(SMART board activities)**  Aegom – Grade 4 Possessive Nouns  Linda Hoyt: Mastering the Mechanics (page 92) Apostrophe: Possessive  Great Grammar Adventure: Conventions Lesson 25 and 2 | **L.3.1 (e)**  **L.3.1 (h)**  **L.3.2 (d)** |
| **Suggested Word Study**  **Fountas and Pinnell Word Study for Third Grade**  L.3.2 (e-f)  - WS7 page 367  - WS12 page 387  - WS18 page 411  - WS19 page 415  L.3.4(b)  - WS21 page 423  - WS22 page 247  L.3.4 (c)  - WSA8 page 461  Additional  R.F.3.3 (b)  - Aegom: Grade 3 Suffixes  -Aegom: Grade 3 Suffixes and Spelling  -BrainPop: Roots, prefixes and suffixes  L.3.4(b)  - Aegom: Grade 3 Prefixes | **L.3.2 (e)**  **L.3.2 (f)**  **L.3.4 (b)**  **L.3.4 (c)**  **R.F.3.3 (b)** |